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AUTHOR Spicer, Scot L.; And Others
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ABSTRACT

In spring 1989, 25 community colleges conducted a survey of their English-as-a-Second-Language (ESL) students to project the need for ESL services at institutional and statewide levels, and to assess students' existing and desired levels of English proficiency, and the time and resources needed to achieve the desired level. In addition, the study sought to investigate the relationship between the students' use of existing programs and ESL instruction. Data from 10 major ethnic groups were examined. Study findings, based on responses from 13,076 ESL students, included the following: (1) 4,380 of the respondents were Mexican, 1,369 Chinese, 1,268 Central American, 1,163 Vietnamese, 621 Armenian, 593 South American, 473 Japanese, 446 Korean, 422 Persian, and 327 Laotian; (2) the gender make up of the groups varied widely, with women predominating among Armenians, Chinese, Persians, Japanese, Koreans, and South Americans, and men predominating among Laotians, Vietnamese, and Mexicans; (3) the percentage of students not working ranged from a low of 18% for Central Americans to a high of 74% for the Japanese; (4) among Korean, Japanese, Persian, and South American respondents, less than 10% had 6 years of prior schooling or less, while 69% of the Laotians and 39% of the Mexicans had less than 7 years of schooling; (5) Amnesty students were twice as likely to have had 6 years or less of schooling before entering the United States as the overall sample; (6) all groups exhibited a high level of cultural and linguistic isolation; and (7) in general, respondents had little contact with agencies that provide support to immigrants, though sizable proportions of Mexican and Central American students were involved with Amnesty programs. Item-by-item survey responses are appended. (JMC)

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STATEWIDE SURVEY OF ESL STUDENT POPULATIONS

OVERVIEW

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1500 N. Verdugo Road, Glendale CA 91208-2894 ☐ (818) 240-1000 ext. 413

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STATEWIDE SURVEY OF ESL STUDENT POPULATIONS

OVERVIEW

by

Scot L. Spicer
Glendale Community College

Jorge R. Sanchez
Coast Community College District

Saeed Ali
Glendale Community College

November, 1989

Glendale Community College

PLANNING & RESEARCH OFFICE

1500 N. Verdugo Road, Glendale CA 91208-2894 □ (818) 240-1000 ext. 413

SUMMARY

The authors report that the diversity inherent within and between ESL student ethnic populations is the primary feature to emerge from a study of 13,000 students. Further, the authors believe that the information is sufficient to support a major initiative by the California community colleges to ensure the success of our ESL students.

The information reviewed in this report was collected during the spring term of 1989 at 25 of the 107 California community colleges. Over 13,000 students enrolled in ESL courses were surveyed to determine their demographics, level of social integration, and interest in support services which the community colleges could provide.

The data collected are not representative of all ESL programs in the community colleges because of the balance and location of programs participating; however, as more census data does become available within the community colleges, a more confident overall appraisal of the survey's data can be made. The authors have elected to review the responses of the different ethnic groups which the sample covered. Ten groups: Armenian, Central American, Chinese, Persian, Japanese, Korean, Laotian, Mexican, South American, and Vietnamese, with between 327 and 4380 respondents, are sufficient in size to make general inter-group comparisons.

TABLE OF CONTENTS

Background and Acknowledgements 3

Findings 7

Demographics 7

Table A: Selected Information by Ethnic Group 8

Chart 1: Percent Single and Married w/Children 9

Chart 2: Percent With 6 Years of School or Less 10

Chart 3: Percent "Always" Comfortable in the US 12

Educational Plans 13

Chart 4: Percent Desiring B.A. or Higher Degree 14

Chart 5: Percent in Credit ESL Program 15

Support Needs 16

Chart 6: Percent Definitely Desiring Academic Counseling 17

Chart 7: Percent Definitely Desiring Job Placement Help 17

Chart 8: Rating of Instruction 18

Conclusion and Recommendations 19

Appendix (Survey Questions with Results) 21

BACKGROUND and ACKNOWLEDGEMENTS

In the spring of 1987, the non-credit ESL faculty at Glendale Community College worked with the Planning and Research unit of the college to conduct a survey on the demographics and learning styles of the students in their classes. Following informal dissemination of the results, other ESL instructors around the state inquired through CCCESL (the Consortium for Community College English as a Second Language programs) if those involved with the Glendale survey would develop and conduct a statewide survey. Besides establishing a better understanding of their students, the inquiring faculty hoped that the information would help focus attention and resources on the expanding ESL programs.

During the fall of 1987, efforts to put together a consortium to conduct a statewide survey of ESL students were directed by Saeed Ali, ESL Non-Credit Division Chair at Glendale Community College and President of CCCESL. Jorge Sanchez of the Coast Community College District and Scot Spicer of Glendale Community College were contacted and agreed to serve as the technical consultants for the project. Two meetings of ESL faculty from colleges in Los Angeles and Orange counties were called in October and November of 1987 for the purpose of developing the survey questions and planning the administration of the project. The participants at these meetings established three initial goals:

1) To project the need for ESL services at the local college and statewide levels;
2) To project the students' existing and desired level of English proficiency and the time and resources that will be required to achieve that desired level;
3) To demonstrate the relationship, if any, between the students' use of existing programs such as GAIN, JPTA, Amnesty, etc. and ESL instruction.

Additionally, it was decided that translations of the questionnaire would be

commissioned to facilitate the completion of the survey in the lower level classes; that individual colleges would be responsible for the duplicating of the survey forms provided them; and that funding would be sought to enable the project to contract for optically-read response forms designed specifically for the questionnaire.

Throughout the 1987-88 academic year, the survey was a major topic at CCCESL meetings around the state. The group forwarded critiques, concerns, and comments on a regular basis which were incorporated as the instrument design evolved through six drafts. Regular communication with the participating institutions was primarily through the CCCESL meetings up to the point of actual dissemination of survey materials.

Rita Cepeda, Dean of Educational Standards and Evaluation of the California Community Colleges, was approached for financial support as she had expressed a keen interest in understanding the status of ESL students and programs. Dean Cepeda pledged $1,000 for the specific purpose of contracting for the design and printing of the optically-read forms for students at fifteen to twenty colleges. Additionally, she requested that the survey touch upon the need for support services which might assist the transition of ESL students into credit and transfer programs. Questions 40 through 51 on the survey were devised for this purpose.

SCCCIRA (the Southern California Community College Institutional Research Association) pledged $1,150 for the costs incurred in compiling the survey response sheets and dissemination of the results as part of their "Research Grants" program. CCCESL agreed to pay for the translation of the instrument into languages requested by participants as long as the translation would serve at least 5% of the prospective population to be surveyed. (Not all of the requested translations were possible, however, Spanish, Korean, Vietnamese, Farsi, Chinese (Mandarin), Armenian, and Cambodian were provided.)

While the project was initially planned for February of 1988, delays in securing funds and the reality of coordinating the project made the initial timeline impossible. Nonetheless, those interested continued, spreading the word. The project was then scheduled for fall of 1988, and later rescheduled for the spring of 1989. Regardless of the delays, the enthusiasm in the field continued.

The time delay combined with feedback from the field shifted the focus of the project. In addition to the interest in the possible support service needs of ESL students, the project firmly focused on the issues of demographics and social integration as a measure of the educational needs of the student populations.

During the fall of 1988, faculty and faculty coordinators from 40 colleges with over 40,000 ESL students expressed the intention of participating in the project, and each received the response sheets and questionnaire forms. Early in 1989, Ron Farland, Vice Chancellor of Academic Affairs for the California Community Colleges, was approached for an additional $1,500 for the optically-read response forms and drop-shipments of the forms to the participating colleges. Eventually, given considerations of timing and coordination, 25 schools surveyed their students during the spring of 1989, and 13,000 surveys were forwarded to Glendale Community College for processing. (Some institutions are conducting the survey during the fall of 1989.)

With the assistance of David Roswell and Kevin Chan in Glendale's Data Processing unit and the availability of an optical scanner between summer session registration periods, Sharon Tiemann of Glendale's Planning and Research unit processed all the response forms into a single data base. The frequency results for individual colleges were returned to their coordinators as soon as their forms were scanned during the summer of 1989.

The authors are unable to acknowledge all of the individuals who have given

time, assistance, concern, and commitment to this undertaking. However, were it not for the enthusiasm of ESL faculty throughout the state, and the support their institutions gave to them, this project would not have been conceived, nurtured, and finally (nearly) concluded! Thank you for your blood and sweat.

The information collected is extensive and represents outstanding samples of many of the groups which avail themselves of ESL programs offered by California's community colleges. Except for some confusion requiring the hand coding of the instruction levels for some respondents, the quality and extent of the data is excellent. However, the sample can not be considered a reflection of the entire ESL student population in the state. Specifically, the participating colleges were concentrated in the southern part of the state, representation from non-credit programs is disporportionately high, and individual colleges choose to either survey their entire enrollment or a specific subset or structured sample. Given these considerations it is nevertheless possible to answer many questions about the students and about different groups. This report attempts to give a background and broad overview of the findings by focusing on the ten largest ethnic groups represented in the sample.

The authors intend to distribute at least four monographs from the data: an "Overview" in November, 1989; a report on the Amnesty students within the sample in December, 1989; and reports on the Hispanic and Asian populations during the spring of 1990. In addition, the participating colleges will receive a final report about their students with regional comparisons and a floppy disk with their data. Additional reports are under consideration, but a timeline has not evolved.

FINDINGS

The original concept for the survey was to have "about twenty questions." This initial goal was rapidly exceeded, and an effort had to be made to keep the length of the survey within the confines of one side of an optically-read response sheet designed to accompany the questionnaire. In addition to 53 questions on demographics, goals, and support needs, the response sheet requested the student's age, zip code, and an indication of which other public agencies provided them with aid or support. Two other response fields were reserved for a college code and level of instruction code.

This report focuses on ten ethnic groupings within the data. This focus has been chosen as group responses are likely to be fairly representative as the sample size of these ten groups is large. It has also been the conclusion of the authors that describing the diversity inherent within and between groups is the primary contribution this effort can have (aggregate results from the survey are provided in the Appendix.)

Table A (page 8) has been created to demonstrate the diversity within the ESL student population by focusing on the ten groups and selected questionnaire responses which highlight the demographics, educational plans, and support needs of the ESL student population. Throughout the text of the report when an item is included on Table A it will be referenced in brackets, for example "(Sample Size)," as it is listed in Table A.

Demographics

The gender make-up of the groups varied widely (% Female), with women predominating in six groups. A balance between genders was found among the Central Americans, while there was a large male majority in the Laotian, Mexican, and Vietnamese groups.

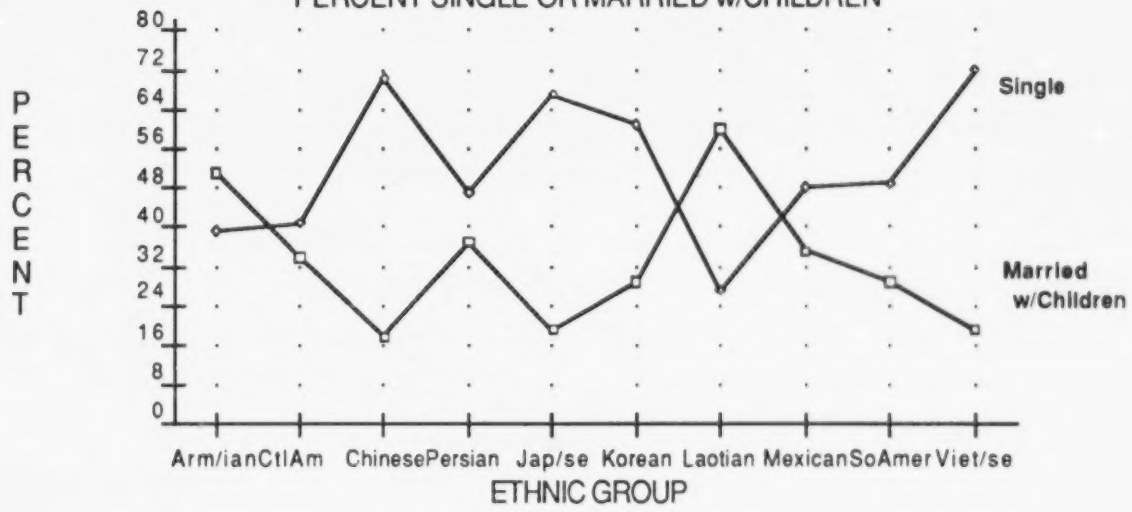
Table A: Selected Information by Ethnic Group

	ARMENIAN	CENT'L AMERICAN	CHINESE	PERSIAN	JAPANESE	KOREAN	LAOTIAN	MEXICAN	SO. AMERICAN	VIETNAMESE
Sample Size	621	1268	1369	422	473	446	327	4380	593	1163
Demographics										
% Female	60%	50%	59%	61%	64%	60%	35%	43%	58%	41%
% Single	39%	41%	79%	46%	67%	61%	27%	48%	49%	72%
% Married w/Children	51%	34%	19%	38%	19%	28%	60%	35%	29%	19%
% Not working	70%	18%	42%	54%	74%	40%	68%	19%	25%	35%
Median Hours Worked/Employed	21-30	31-40	21-30	31-40	21-30	21-30	31-40	31-40	31-40	21-30
Median Permanent Date into Ca.	1987	1981	1985	1986	1987	1986	1984	1981	1985	1986
Median Current Age	32	29	24	29	25	24	27	27	29	24
Median Yrs of School before USA	12	10	12	12	13	12	4	9	12	11
% With 6yrs. or Less	20%	27%	19%	10%	6%	7%	69%	39%	10%	21%
Foreign High School Grad	76%	50%	66%	78%	93%	71%	27%	31%	81%	55%
US High School Grad	4%	7%	26%	8%	4%	17%	19%	5%	6%	26%
Median Yrs. Foreign English Class	1	None	3	2	6+	6+	None	None	1	1
Median Sem. of Prev. US English	1	1	2	1	2	2	2	1	1	2
Educational Plans										
% in Credit Program	45%	39%	80%	41%	81%	72%	55%	23%	56%	77%
Highly Import/Understand Spoken	76%	89%	75%	83%	67%	69%	73%	84%	89%	76%
Highly Import/Learn to Write	65%	83%	64%	69%	52%	62%	71%	77%	81%	66%
Median # of Years it Will Take	2	2	3	2	3	3/4	5+	2	2	5+
% Desiring BA Degree or Higher	26%	20%	51%	44%	37%	49%	26%	16%	39%	46%
Support Needs										
% Amnesty	2%	30%	1%	4%	2%	2%	4%	41%	13%	1%
% No Other Agency Support	43%	65%	86%	79%	98%	94%	45%	59%	85%	53%
Definitely Desire Aca. Counsel.	36%	55%	19%	30%	17%	18%	32%	50%	43%	30%
Definitely Desire Job Plac.	33%	52%	18%	29%	11%	12%	28%	51%	40%	24%
Rating Instruction Excellent	28%	57%	20%	25%	18%	17%	34%	58%	38%	21%
Always Comfortable in USA	23%	46%	15%	17%	10%	6%	26%	46%	34%	20%

The percentage single (% Single) and the percentage married with children (% Married w/Children) varied widely as shown in Chart 1. Japanese, Korean, Vietnamese, and Chinese were 61% to 79% single. Laotians had by far the fewest singles at 27%. Vietnamese and Chinese had the lowest number of married with children students at 19% for each group, while Armenians at 51% and Laotians at 60% had the most.

Chart 1

PERCENT SINGLE OR MARRIED w/CHILDREN



The percentage of each group not working (% Not Working) ranged from a low of 18% for the Central Americans to a high of 74% for the Japanese. Among those employed, there was little if any variation in hourly wages or the median number of hours worked. The Hispanic groups each had a median of 31 to 40 hours of paid employment per week (Median Hours Worked/Employed). Nine of the ten groups had a median hour wage in the $4.25 to $6.25 range.

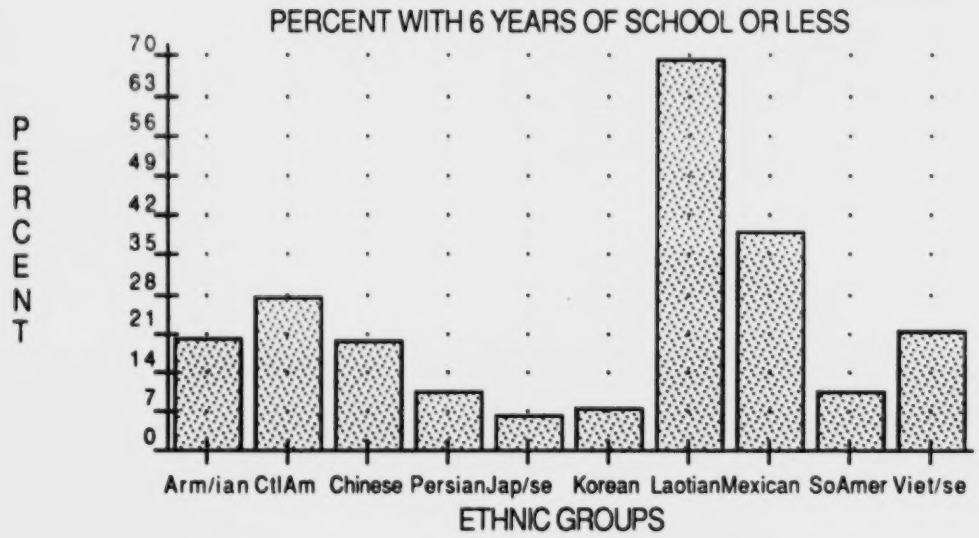
The median arrival date into the United States and into California varied only slightly within groups, suggesting that California was both the point of entry for our students and their destination. The median arrival date for each group varied by six years (Median Permanent Date into Ca.), with Armenian and Japanese having the

most recent entry with a 1987 median arrival date and Mexican and Central Americans having been in California the longest with a 1981 median arrival date.

All groups except the Armenians had median ages between 24 and 29 (Median Current Age). The Armenian group was somewhat older with a 32 median age.

The educational preparation of the groups varied enormously. The median years of school before entering the United States (Median Yrs of School before USA) varied from a low of 4 to a high of 13. Eight of the groups had 10 to 13 years of homeland schooling, whereas the Mexican students had a median of 9 years and the Laotians had 4 years before arriving. Perhaps more revealing is the percentage of each group with six years of prior schooling or less (% With 6yrs. or less) as shown in Chart 2. This figure is suggested as a proxy for the proportion of students who are likely to be non-literate in any language. The Korean, Japanese, Persian,

Chart 2



and South American groups had 10% or less fitting this category. The Laotian group was highest at 69%, with Mexican-origin next at 39%. Even with consideration of schooling in the United States (US High School Grad) which the Chinese, Laotian, and Vietnamese groups were more likely to have accomplished, the numbers of students with little previous educational preparation is startling. The further likelihood that the Mexican students are in non-credit or Amnesty programs speaks to a disadvantage for attaining the full advantages of the educational system for this group in particular.

It should also be noted that the Amnesty students were twice as likely to have had six or less years of school before entering the United States as the overall sample, and less than half as likely to have completed high school.

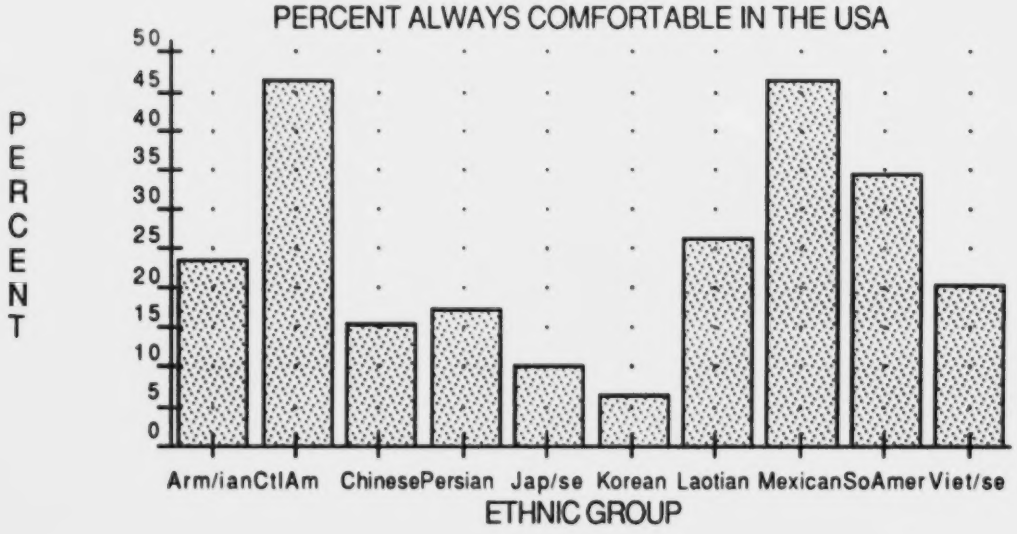
Most of the students in the ESL programs surveyed were in their second or third term of ESL instruction (Median Sem. of Prev. US English). Most had had little or no English language training prior to entering the United States. The exception to this was that the Korean and Japanese students had median prior training of 6 years or more (Median Yrs Foreign English Class) in the English language.

There seems to be a high level of cultural/social isolation from the English cultural and linguistic mainstream for all ten groups, yet some are perhaps more aware of their excluded status than others. All groups had a median time of 5 to 15 minutes a day reading English language newspapers, and a median time of 1 to 2 hours a day of English language television. The availability of both newspapers and television programming in their native tongue is moderate to high for all groups. Likewise on a scale of "all the time," "often," "sometimes," "seldom," and "never," the mode and median for English use with friends and neighbors and English use at home was sometimes or seldom. On the other hand, for those employed, the modal and median response for English use at work was "all the time" for Armenians, Persians, Koreans, Laotians, South Americans, and Vietnamese. It was "often" for Central Americans,

Chinese, and Japanese. For the Mexican population "sometimes" was the modal response and "often" the median.

The unexpected finding given this apparent cultural/social isolation was the percentage of each group indicating that they were "always" comfortable in the United States (Always Comfortable in USA) as indicated in Chart 3. The Mexican and Central American students were highest at 46% each, with South American students next at 34%. These students have been in the country the longest, yet have had and plan the least ESL instruction. It may be that these groups are living in neighborhoods that are so heavily ethnic as well as culturally and linguistically specialized that regardless of economic stress, they feel "at home". The Hispanic sample is heavily drawn from Los Angeles and Orange counties where the sheer size and concentration of the Hispanic and Spanish-speaking populations is great.

Chart 3



Educational Plans

The survey asked questions about learning to understand spoken English, learning to speak English, learning to read English, and learning to write English. The respondents had the choices of rating the importance of each of these as "highly important," "very important," "somewhat important," "not very important," and "not at all important." The questions were intended to ascertain if different groups had different focuses for their reasons in taking the ESL classes. It had been suggested that certain students sought only to be able to speak and understand spoken English as they were motivated by the immediacy of the job situation advantage this would give them. The findings demonstrate a noticeable drop-off in the percentages of students rating each as "highly important" as they moved down the list.

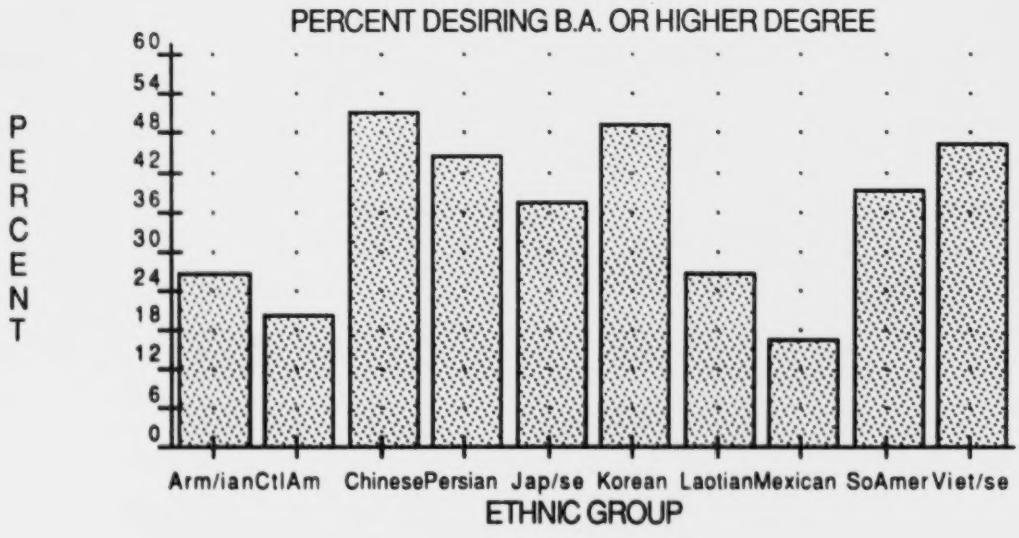
While the variations in the responses need further age and gender analysis and a determination of the impact of item order, it is interesting that the drop-off in the "highly important" rating of these skills was least among Hispanics and highest among Asians. The question about their desire to understanding spoken English was asked first in the series (Highly Import/Understand Spoken), with the question about writing last (Highly Import/Learn to Write). The "highly important" responses for these two questions are in Table A.

The students were asked how long they expected it would take to learn English (Median # Years it Will Take). The responses varied from 2 years to 5+ years. The relationship between this estimation of instructional need and the amount of time they have been in the country, their previous and American educational experiences, and the amount of English language instruction they had had did not form a clear pattern. Attempts to relate information which might bear on this will be made in subsequent reports.

The issue of cultural/social isolation, and the question of how well these

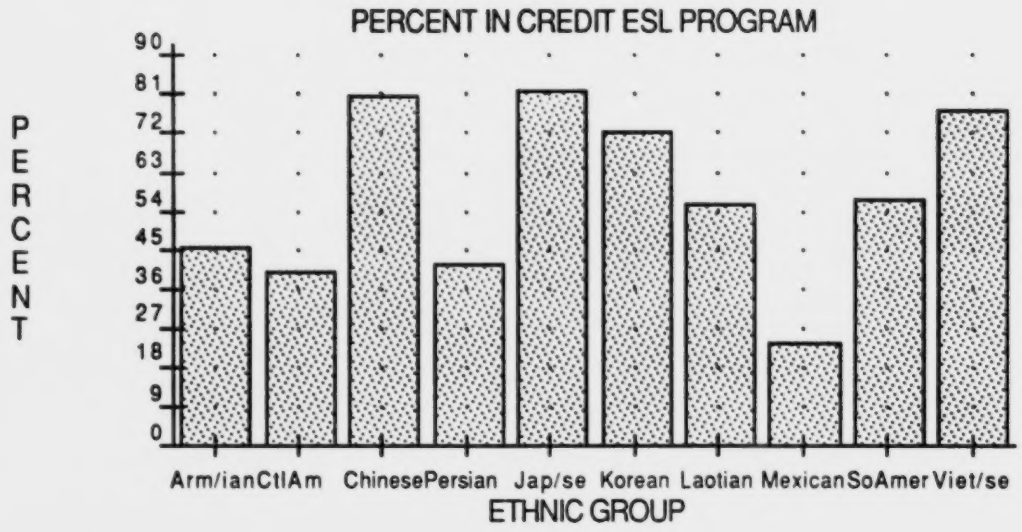
students understand the relationship between education and economic success can be reviewed in the context of the educational goals (other than language acquisition) reported by the students. About 25% of the Chinese, Persians, Japanese, Koreans, South Americans, and Vietnamese stated their education goal as "gaining skills for a better job" or "to improve my job skills to get a better job". However, 46% of the Armenians, 47% of the Central Americans, 53% of the Laotians, and 57% of the Mexicans listed one of these job categories as their educational goal. Further reflecting the broad diversity is the percentage of each group with baccalaureate or higher academic aspirations (% Desiring BA degree or Higher) as shown in Chart 4. Armenians, Central Americans, Laotians, and Mexicans had 16% to 26% indicating such interests. Chinese, Persian, Korean, and Vietnamese students had 44% or more indicating such interests.

Chart 4



To some degree the discrepancy in levels of aspirations maybe related to the program enrollment and program support the students are receiving. Chart 5 shows the widely varied proportion of students from each group in the credit programs (% in Credit Programs) at the participating colleges.

Chart 5



The differences across groups in involvement in credit and non-credit programs was further reviewed by age groupings. Specifically, three age groups were studied: 18 to 21, 22 to 25, and 26 to 30; each of which had about 20% of the entire sample of students. For the most part there was an increase in participation in the credit programs with the younger students in each ethnic group. The South American participation by age was essentially equal in each of these categories, but the Central American group was the only one with a heavier participation in non-credit programs at the 18 to 21 year old level as compared to the older ranges. The ratio of credit program participation among these three age groups changed the most among the Laotians with 79% credit among the 18 to 21 year olds and 54% among the 26 to 30 year olds. Similarly, the Armenian ratio dropped from 74% to 55%, the Chinese ratio dropped from 96% to 74%, and the Korean ratio dropped from 83% to 64% between the same 18 to 21 and 26 to 30 age groups.

Support Needs

The survey asked students to indicate with which of the following agencies they have had contact: Amnesty, AWARE, CARE, EOPS, GAIN, JPTA, Refugee, or none. Generally the groups have had little contact with any with these organizations (% No other Agency Support). The one exception was that Amnesty (% Amnesty) was having a major impact on certain groups; 41% of the Mexican students in the sample, 30% of the Central American students, and 13% of the South American students reported being involved with the Amnesty program. Otherwise only the Armenian and Laotian groups indicated significant participation in federal or state programs other than Amnesty. It is disconcerting that these students already on the margin of the educational and economic opportunities are also not participating in the social programs established for their support.

Whether these students have a good understanding of "the system" is a continuing question raised by the data. Among the eleven questions asked about interest in support services, those on academic counseling and job placement are perhaps the most illuminating. Respondents could indicate a level of interest by marking "definitely," "probably," "don't know/maybe," "unlikely," or "not at all" to whether the service would "help (them) succeed in (their) current educational goal." The percentage marking "definitely" varied between 19% and 55% on the question about academic counseling (Definitely Desire Aca. Counsel.) as illustrated in Chart 6. Of particular encouragement for those concerned with equity is that those with the most modest educational aspirations tended to rate this of most interest, with Central American and Mexican groups listing "definitely" at least 50% of the time.

The results were similar on the question about interest in job placement assistance (Definitely Desire Job Plac.) indicated in Chart 7. It seems reasonable to expect that the groups which indicated a primary reason for attending the ESL program as "jobs" would be more interested in the job placement question as it relates

to their stated goals, and this relationship was indeed observed. However we must still wonder why the other groups rate both the job placement and academic counseling items of lower interest. Breaking these questions out by age within ethnic groups did not explain the group variatios as all ages in each group had similar levels of interest.

Chart 6

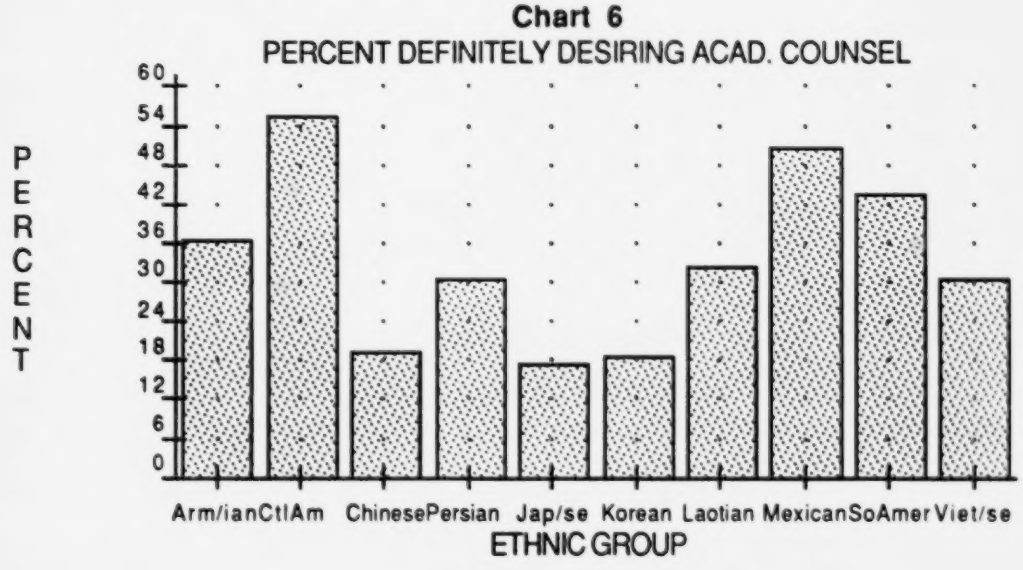
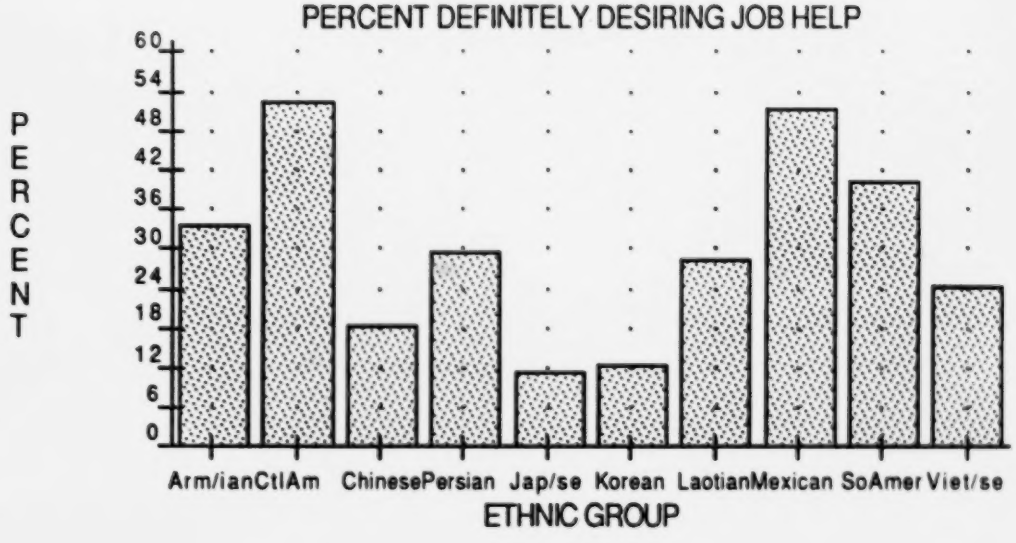
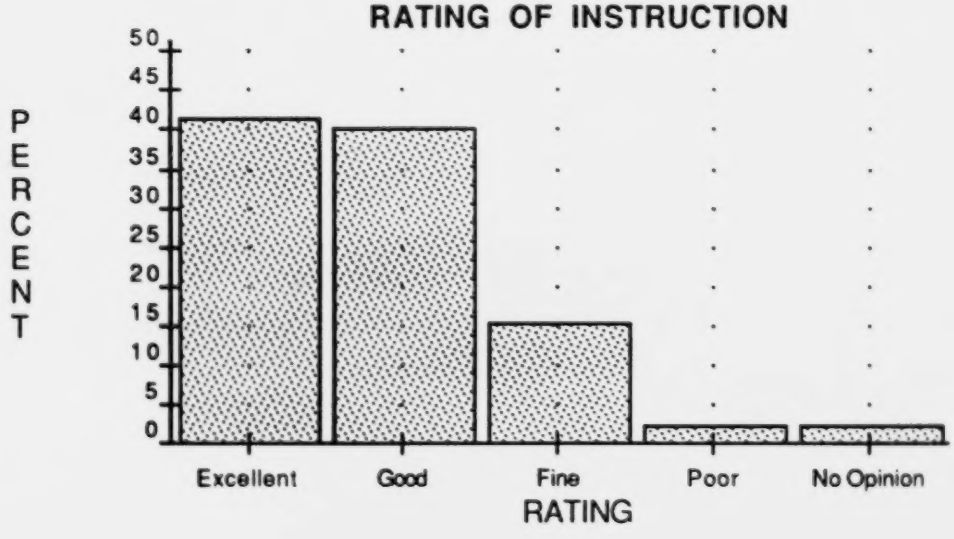


Chart 7



Finally, the second to last question on the survey asked to student to evaluate instruction (Rating Instruction Excellent). Students could indicate their opinion as "excellent," "good," "fine," "poor," or "no opinion". Overall as shown in Chart 8, the rating of instruction was highly favorable with 81% of the students indicating that they considered instruction to be "good" or "excellent". However, looking at the individual groups, the rating of instruction by two Hispanic groups was far more likely to be "excellent" than was the rating by the other groups. Instruction was rated "excellent" by 50% or more of the Central Americans and Mexicans. Chinese, Japanese, Korean, and Vietnamese rated instruction as "excellent" 20% of the time or less, and were more likely to have said "fine" than "excellent". The immediate question raised is why do those students with the most English language background (both prior training and US high school training) rate instruction generally lower than those with little English language background.

Chart 8



CONCLUSIONS and RECOMMENDATIONS

It seems likely that there is considerable stress between educational advancement and economic survival for many of our students. In particular, the Central American and Mexican groups with higher percentages of students working at low wages and married with children suggests a long-range difficulty in being able to commit the time necessary to accomplish greater education for economic opportunity. Likewise, while the Laotian group was less likely than most groups to have the employment distraction, it seems unlikely that their combination of low previous educational achievement, age, and slight desire for higher education will lead to an educational advancement into the economic mainstream. Is every step in the educational path clear for our students? Many of our ESL students should be considered "at risk" as their background and marginal economic positions makes it unlikely that they can fully participate in educational programs for advancement unless a far greater institutional effort is made on their behalf. This effort will need to be by state and federal agencies as well as the educational institutions.

The 1980's have witnessed a growing gap between the top and bottom rungs of the economic ladder. Increasingly there is information suggesting that immigrants in California are trapped at the bottom. Social turmoil and increased societal costs are the likely consequences of such a situation. Both language instruction and skill training are essential to breaking out of the trap, and the ESL programs in California's community colleges are the best available combination to serve these needs. But are students taking advantage of the programs and/or do they understand the commitment they need to make? The data reviewed demonstrate the generally low aspirations held by many ESL students. It is unlikely that a student will achieve more than desired, but equally as clear as the economic consequences if they do not succeed are their support needs to succeed.

In the 1987 survey at Glendale Community College which included questions

about learning styles and on the importance of different language skills held by students, the Mexican, Korean, and Armenian groups, not surprisingly, had different preferences and showed different interests. The information about the students' rating of instruction and desire to speak, understand, read, and write in English in the current study suggests to the authors that there is need for instructional variety to serve the varied populations due to age, educational background, and cultural learning styles.

Finally, while it proved difficult to estimate the level of need for ESL instruction because of the social/cultural isolation of the students' communities, the authors note that all federal and state sources anticipate a continued growth of immigration. Further, the authors suggest that an initiative involving community college ESL faculty, psychologists, anthropologists, linguists, and educators interested in the state's ESL populations undertake an evaluation of adult language acquisition for the purpose of instructional enrichment and improvement. Such an initiative could define the variety of resources needed for instruction as well as estimate the support needs of our ESL students so that equity can be achieved for these students.

APPENDIX
STATEWIDE SURVEY
OF ESL STUDENT POPULATIONS
SPRING, 1989

COLLEGE CODE:

Canada	277	2.1%
Contra Costa	318	2.4%
DeAnza	312	2.4%
El Camino	759	5.8%
Glendale	1250	9.6%
Fullerton	290	2.2%
Mission	340	2.6%
Orange Coast	464	3.5%
Palomar	789	6.0%
Pasadena (Credit)	844	6.5%
Rancho Santiago	3482	26.6%
Rio Hondo	303	2.3%
Sacramento City	474	3.6%
Santa Monica	775	5.9%
West Valley	188	1.4%
Yuba	233	1.8%
College of Canyons	63	.5%
Mt. San Jancito	149	1.1%
East Los Angeles	399	3.1%
LA Mission	245	1.9%
LA Pierce	127	1.0%
LA Southwest	262	2.0%
LA Trade Tech.	155	1.2%
LA Valley	443	3.4%
West LA	135	1.0%
TOTAL	13,076	100%

AGE:

17 & under	112	.9%
18 to 21	3044	23.9%
22 to 25	2708	21.3%
26 to 30	2395	18.8%
31 to 35	1659	13.0%
36 to 40	1193	9.4%
41 to 55	1312	10.3%
56 & over	301	2.4%
missing	352	

LEVEL OF INSTRUCTION:

Amnesty	49	.4%
Literacy	349	2.7%
NC Level 1	2405	18.4%
NC Level 2	1238	9.5%
NC Level 3	882	6.7%
NC Level 4	812	6.2%
NC Level 5	597	4.6%
NC Level 6	552	4.2%
(Credit programs)		
3 or 4 Levels <FC	434	3.3%
2 Levels < FC	3848	29.4%
1 Level < FC	1501	11.5%
Fresh Comp.	408	3.1%

STUDENTS INDICATING AGENCY SUPPORT FROM:

Amnesty	2570	19.7%
AWARE	37	.3%
CARE	23	.2%
EOPS	898	6.9%
GAIN	151	1.2%
JPTA	36	.3%
Refugee	862	6.6%

Q1: Which of the following best describes your reason for attending ESL classes?

19.8%	To train for my first job or a better job.
37.4%	To pursue a college program or degree.
6.6%	To qualify for citizenship.
4.3%	To help my children succeed.
31.9%	To pursue personal growth and interests.

Q2: How important is it for you to learn to understand spoken English?

80.1% Highly important
17.2% Very important
1.8% Somewhat important
.5% Not very important
.3% Not at all important

Q3: How important is it for you to learn to speak English?

80.0% Highly important
17.2% Very important
2.1% Somewhat important
.4% Not very important
.2% Not at all important

Q4: How important is it for you to learn to read English?

74.1% Highly Important
21.9% Very Important
3.2% Somewhat Important
.6% Not Very Important
.2% Not At All Important

Q5: How important is it for you to learn to write English?

72.2% Highly Important
22.4% Very Important
4.3% Somewhat Important
.8% Not Very Important
.2% Not At All Important

Q6: How long do you think it will take you to learn English?

6.6% Less than 1 year
16.8% 1 year
26.8% 2 years
18.9% 3 years
8.0% 4 years
22.9% 5 or more years

Q7: What language did you learn first as a child?

1.6%	Arabic	3.4%	Persian
4.5%	Armenian	.4%	Russian
1.6%	Cambodian/Laotian	51.8%	Spanish
10.8%	Chinese -- any dialect	.8%	Tagalog
1.8%	Hmong	9.1%	Vietnamese
3.8%	Japanese	6.8%	Other
3.8%	Korean		

Q8: How often do you use English at home?

5.2%	All the time
14.1%	Often
38.9%	Sometimes
31.7%	Seldom
10.2%	Never

Q9: While at work, how often do you use English?

25.0%	All the time
24.1%	Often
20.2%	Sometimes
8.5%	Seldom
2.4%	Never
19.7%	NOT EMPLOYED/don't work outside the home

Q10: Among your friends and neighbors, how often do you use English?

7.8%	All the time
21.4%	Often
38.6%	Sometimes
25.1%	Seldom
7.0%	Never

Q11: How much time do you spend <u>each day</u> reading English newspapers or magazines?

18.1%	None
37.9%	5 to 15 minutes each day
25.4%	16 to 30 minutes each day
11.4%	31 to 60 minutes each day
7.2%	61 or more minutes each day

Q12: How much time do you spend <u>each day</u> watching English language television?

6.0%	None
28.0%	Less than 1 hour each day
43.1%	1 to 2 hours each day
16.2%	3 to 4 hours each day
6.8%	5 or more hours each day

Q13: Including yourself, how many people live in your home?

4.4%	One
12.0%	Two
15.2%	Three
20.8%	Four
19.8%	Five
27.9%	Six or more

Q14: How many people in your home are 18 years of age or older?

9.1%	None
11.9%	One
24.6%	Two
19.4%	Three
16.1%	Four
9.5%	Five
9.4%	Six or more

Q15: How many people in your home, 18 years and older, cannot read and write in any language?

83.6%	None
8.4%	One
3.9%	Two
1.8%	Three
.9%	Four
.6%	Five
.8%	Six or more

Q16: How many people in your home, 18 years and older, cannot read and write in English?

47.9%	None
20.0%	One
15.6%	Two
7.2%	Three
4.0%	Four
2.8%	Five
2.6%	Six or more

Q17: How many people in your home, 18 years and older, need to learn English?

16.5%	None
23.9%	One
25.6%	Two
13.3%	Three
9.1%	Four
5.7%	Five
6.0%	Six or more

Q18: How many people in your home, 18 years and older, are currently in school to learn English?

16.6%	None
34.7%	One
25.2%	Two
12.1%	Three
6.7%	Four
2.9%	Five
2.0%	Six or more

Q19: How many people in your home are between 13 and 17 years of age?

68.8%	None
18.0%	One
8.7%	Two
2.8%	Three
.9%	Four
.3%	Five
.4%	Six or more

Q20: How many people in your home, between 13 and 17, are currently in school?

68.2%	None
17.7%	One
8.9%	Two
3.2%	Three
1.3%	Four
.4%	Five
.4%	Six or more

Q21: How many people in your home, between 13 and 17, need to improve their ability to read and write English?

71.0%	None
14.3%	One
7.8%	Two
3.1%	Three
1.6%	Four
.9%	Five
1.3%	Six or more

Q22: How many people do you know, outside of your home, who would like to take an English class?

26.3%	None
12.0%	One
14.2%	Two
8.7%	Three
5.7%	Four
3.5%	Five
29.6%	Six or more

Q23: Besides learning English, which of the following best describes your educational goals?

13.4%	To gain skills so that I can get a job
28.2%	To improve my job skills to get a better job
4.8%	Some college, no degree
10.0%	A 2-year college degree
17.4%	A 4-year college degree
8.2%	A Master's degree
1.1%	A Law degree
1.9%	A doctoral degree in Medicine
2.3%	A doctoral degree in another area
10.1%	To qualify for a professional or vocational license
2.5%	None

Q24: How long do you think it will take to achieve your educational goals?

1.9%	Less than 1 year
6.7%	1 year
20.5%	2 years
20.7%	3 years
35.2%	4 years
15.1%	Does not Apply

Q25: How likely do you think it is that you will finish your educational goals?

34.8%	Definitely
45.3%	Probably
15.7%	Maybe
2.5%	Unlikely
1.7%	Not at all

Q26: When did you first enter the United States with the intent to live permanently in the United States?

13.6%	1988
13.5%	1987
9.4%	1986
11.2%	1985
6.0%	1984
4.0%	1983
3.6%	1982
7.5%	1981
6.5%	1980
11.3%	1975-79
5.6%	1974 or before
7.7%	Am not intending to stay

Q27: When did you first enter California with the intent to live permanently in California?

14.7%	1988
14.3%	1987
10.0%	1986
10.9%	1985
6.2%	1984
4.0%	1983
3.7%	1982
6.9%	1981
5.8%	1980
10.1%	1975-79
5.0%	1974 or before
8.4%	Am not intending to stay

Q28: Which of the following best describes your ethnic/nationality background?

1.1%	American Indian
.7%	African (Black)
5.0%	Armenian (European or Asian)
.7%	Cambodian
.5%	Caribbean
10.1%	Central American (not Mexican)
10.6%	Chinese
2.4%	European (White)
1.0%	Filipino
3.4%	Iranian/Persian
3.7%	Japanese
3.5%	Korean
2.6%	Laotian
35.0%	Mexican
.3%	Pacific Islander
4.7%	South American
9.2%	Vietnamese
1.4%	Other Middle Eastern
2.7%	Other Asian
1.5%	None of the above

Q29: How many years of school did you finish before coming to the United States?

3.3%	None
1.6%	One
2.3%	Two
3.1%	Three
2.9%	Four
3.0%	Five
10.5%	Six
3.2%	Seven
3.8%	Eight
8.6%	Nine
5.8%	Ten
5.9%	Eleven
20.5%	Twelve
6.1%	Thirteen
6.2%	Fourteen
3.8%	Fifteen
9.4%	Sixteen or more

Q30: Did you graduate from high school before coming to the United States?

52.8% Yes
47.2% No

Q31: Did you attend high school in the United States?

82.7% No
6.3% Yes - did not graduate
11.0% Yes - graduated

Q32: How many <u>years</u> of English did you study before coming to the United States?

45.6% None
15.0% One
7.8% Two
7.8% Three
4.0% Four
3.5% Five
16.3% Six or more

Q33: Before taking this class, how many <u>semesters</u> of English classes have you taken in the United States?

34.7% None
21.8% One
16.2% Two
10.6% Three
6.4% Four
3.0% Five
7.3% Six or more

Q34: What is your gender/sex?

50.4% Male/Man
49.6% Female/Woman

Q35: Which of the following best describes your current marital status?

52.7% Single - no children
7.5% Single - with children
8.8% Married - no children
31.0% Married - with children

Q36: How many hours of work are you paid for each week?

33.4%	None/Not working
2.8%	1-5
4.1%	6-10
3.3%	11-15
4.8%	16-20
6.0%	21-30
25.7%	31-40
15.8%	Over 40

Q37: On average, how much do you usually earn per hour for working?

32.5%	Not employed
5.2%	Under $4.25 per hour
13.6%	$4.25 per hour
25.2%	Between $4.26 and $6.25 per hour
12.0%	Between $6.26 and $8.25 per hour
6.0%	Between $8.26 and $10.25 per hour
2.6%	Between $10.26 and $12.25 per hour
3.0%	$12.26 or more per hour

Q38: Including this class, how many hours are you attending school each week?

7.6%	1 to 3 hours a week
15.2%	4 to 5 hours a week
23.1%	6 to 9 hours a week
14.7%	10 to 11 hours a week
39.4%	12 or more hours a week

Q39: Before this semester, how many college units have you completed in the United States?

80.6%	0 to 15 units
9.7%	16 to 29 units
6.4%	30 to 59 units
1.6%	60 to 89 units
1.6%	90 or more units

Q40: Would the availability of campus child care help you succeed with your current educational goals?

26.7% Definitely
16.8% Probably
20.7% Don't know/maybe
2.8% Unlikely
33.0% Not at all

Q41: Would academic counseling (such as assistance with course selection) help you succeed with your current educational goals?

38.8% Definitely
32.3% Probably
19.2% Don't know/maybe
3.3% Unlikely
6.5% Not at all

Q42: Would financial aid (such as scholarships and loans to cover school fees, books, and living expenses) help you succeed with your current educational goals?

44.1% Definitely
23.0% Probably
15.9% Don't know/maybe
3.1% Unlikely
13.9% Not at all

Q43: Would more campus opportunities to interact with English-speaking Americans help you succeed with your current educational goals?

50.5% Definitely
29.8% Probably
12.3% Don't know/maybe
3.0% Unlikely
4.3% Not at all

Q44: Would health counseling (such as help with illness prevention, eating and nutrition information, family planning counseling, and other health information) help you succeed with your current educational goals?

35.3% Definitely
26.6% Probably
21.6% Don't know/maybe
4.8% Unlikely
11.8% Not at all

Q45: Would career planning (such as help with understanding the requirements for entering different jobs) help you succeed with your current educational goals?

43.4% Definitely
30.1% Probably
16.0% Don't know/maybe
3.1% Unlikely
7.3% Not at all

Q46: Would handicapped services (such as special services for the blind, deaf, physically impaired, etc.) help you succeed with your current educational goals?

17.2% Definitely
15.8% Probably
21.9% Don't know/maybe
4.8% Unlikely
40.3% Not at all

Q47: Would on-campus legal/immigration assistance help you succeed with your current educational goals?

36.1% Definitely
21.1% Probably
19.4% Don't know/maybe
4.2% Unlikely
19.2% Not at all

Q48: Would job placement assistance (such as referrals to job openings) help you succeed with your current educational goals?

37.0% Definitely
27.3% Probably
19.1% Don't know/maybe
3.9% Unlikely
12.7% Not at all

Q49: Would extra tutoring (such as one-on-one assistance with your class work outside of the classroom) help you succeed with your current educational goals?

41.0% Definitely
30.3% Probably
16.2% Don't know/maybe
4.2% Unlikely
8.3% Not at all

Q50: Would library services (such as tours, and instruction on how to use the library) help you succeed with your current educational goals?

42.9% Definitely
32.6% Probably
15.7% Don't know/maybe
3.9% Unlikely
5.0% Not at all

Q51: Would an introduction to the American college system, explaining what the college expects from you, and what you can expect from the college help you succeed with your current educational goals?

42.1% Definitely
33.6% Probably
16.8% Don't know/maybe
3.3% Unlikely
4.2% Not at all

Q52: How would you rate the instruction you have had at this college in your English class(es)?

40.6% Excellent
40.6% Good
14.8% Fine
2.1% Poor
2.0% No Opinion

Q53: How comfortable do you feel in the United States?

32.6% Always comfortable
42.1% Usually comfortable
21.2% Sometimes comfortable
3.1% Seldom comfortable
1.0% Never comfortable

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